



Office And Managerial Skills Training Needs Of Business Education Students In Rivers State Universities For Self-Employment

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ABSTRACT :

This study investigated “Office and Managerial Skills Training Needs of Business Education Students in Rivers State Universities for Self-Employment”. Three specific objectives were stated, three research questions were posed to guide the study and three null hypotheses were formulated and tested at 0.05 level of significance. The study adopted the descriptive survey research design. The population of the study consists of 126 Business Education postgraduate students of Rivers State University, Port Harcourt and Ignatius Ajuru University of Education, Port Harcourt. No sample was drawn. Data for this study were collected using a self-structured questionnaire titled “Office and Managerial Skills Training Needs of Business Education Postgraduate Students Questionnaire (OMSTNOBEPSQ). The instrument made use of a four-point rating scale weighted 4,3,2,1. The spread options are Very High Extent (4), High Extent (3), Low Extent (2), Very Low Extent (1). The instrument was face and content validated by two Business Education lecturers. The reliability of the instrument was established at 0.79 index, using the Cronbach Alpha. A total number of 126 copies of the questionnaire was administered to the respondents and 116 copies representing 92% of the total copies were retrieved and used for the study. Mean and standard deviation were used to analyze the research questions, the hypotheses were tested using the t-test statistical tool. The study revealed that, Office Skills, Managerial Skills, and ICT Skills are the Office and Managerial Skills Training Needs of Business Education Students for Self-Employment. In conclusion, the afore-mentioned skills are essential for Self-employment. The researcher therefore recommends that the Universities authorities should ensure that the students choose appropriate places during Industrial Training for Optimum performance after graduation.

Keywords: Office Skills, Managerial Skills, Training Need, Business Education Students and Self-Employment.

INTRODUCTION :

Business Education, like many other courses in the school system has been defined in several ways by several scholars, to suit different situations and purposes. Some scholars define it from the way it is practiced in the field, while others define it from the angle it is taught in schools. Jubril (2010) defined Business Education as a specialized area of vocational education that provides educational training, skills development, attitudes adjustment towards business orientation and academic challenges. Bilyaminu (2011) viewed Business Education as an aspect of total education programme that provides the knowledge, skills, attitudes and understanding needed to perform in the business world as a producer and/or consumer of goods and services.

Business Education programme is concerned with teaching the skills, attitudes and knowledge necessary for a successful career in office and business world. Anyaeneh and Nzegwu in Nwokike, Ezeabi and Jim (2018) described Business Education as education that enriches basic education for teaching career, entrepreneurship, business understanding, office understanding, office environment and vocational practices. In the view of Onajite (2016), Business Education encompasses education programme for business, office occupation, economic understanding, entrepreneurship and it seeks to develop in the learners basic skills for personal use in the future.

Association of Business Educators of Nigeria, ABEN, in Nwokike, Ezeabi and Jim (2018) opined that Business Education is needed by students in the contemporary world because it develops life skills for economic success and helps students to develop skills and attitudes needed for career success. Skill is a type of work or activity which requires special training and knowledge. Nolan as cited in Amesi, and Tiager (2021), viewed skill as the proficiency or dexterity that is acquired or developed through training or experience. It can also be seen as an ability to carry out an activity or job well especially because of practice. Oyemade (2013), posited that skill is the ability which comes from a person’s knowledge, aptitude to do something efficiently. Skill training is the process of developing specific abilities, competencies, and techniques required for effective targeted instruction, practice, and feedback to enhance individuals skills and proficiency in areas as technical skills, communication skills, leadership skills, problem-solving skills and more.

Skills training programs are designed to improve job performance, increase productivity and enable individuals to meet the demands of their roles effectively. Skill training is a career oriented method of teaching workplace skills. It is aimed at providing personalized, hands-on-training to employees in the workplace or prospective employees looking for employment, in order to equip them with competencies required to perform a particular job. Skill training is typically offered through employer-sponsored apprenticeships or internships. The purpose of skill training is to enable the student to find employment in their newly chosen career field or to update their skills in their current job. Skill training is typically offered at colleges or career centers

free of charge or through short-term, job site programs directed at young students and advanced people (aged) and unemployed. Where skill training is delivered at workplace, the programme is developed specifically around the employee's skill, ability and talent. The training is evaluated regularly by the employee and the employee's supervisor. Skills training refers to the process of acquiring specific abilities, knowledge, and competencies that are related to a particular job, task, or activity. This type of training encompasses a wide range of skills, including technical skills (such as computer programming or mechanical repairs), soft skills (such as communication and team work) and specialized skills (such as project management or customer services). Skill training can be provided through formal education, on-the-job training workshops, seminars, online courses, and other learning opportunities. It is essential for individuals to stay competitive in the job market and to excel in their chosen fields. Training (a performance improvement tool), is needed when employees or trainees are not performing up to a certain standard or an expected level of performance. The difference between the actual level of job performance and the expected level of job performance indicates a need for training. The identification of training needs is the first step in a uniform method of instructional design. A successful training needs analysis will identify those who need training and what kind of training is needed. It is counterproductive to offer training to individuals who do not need it or to offer the wrong kind of training. A training needs analysis helps to put the training resources to good use. FRN (2014) outlined some core skills which the Business Education programme seeks to impact or train the students on, so as to make them fit for a career in Business Education. These skills include office skills, managerial skills, entrepreneurial skills, ICT skills, communication skills, socio-psychological skills, marketing skills, accounting skills, creative skills, etc. for self-employment, Reem, George and Shazia (2020), opined that self-employment is employment created by the individual as opposed to by an employer who offers a set salary or wage in exchange for set working hours. Self-employment is concerned with the way in which people create and implement new ideas and method to produce goods and service. The terms "self-employed", "entrepreneur", "business owner" identify anyone who creates his/her earnings in the form of a business, contract or freelance activity. A self-employed person is someone who has a job or activity alone or with a small group of people, with or without paid employees. A self-employed person refers to any person who earns their living from any independent pursuit of economic activity as opposed to earning a living working for a company or another individual (an employer). Below are skills identified for self-employment of Business Education Graduates:

Office skills are technical skills which are specific for carrying out the core duties of a secretary in the office. Secretaries are ubiquitous office workers needed in every type of office (big or small) to assist their supervisors or executives in carrying out their responsibilities. Over the years, the office skills required by the business education students were mainly to take dictations in shorthand, type business letters, answer phone calls and book-keeping. But with more sophistication of today's modern office, technology has reshaped the way offices are run and have also reshaped the skills required for practice as a business education student. Akpomi and Ordu (2009) noted that the changes in technology has brought about a tremendous change in the role of business graduate from that of typewriting and shorthand dictation, answering of telephone calls and processing of mails, to office technology including the internet that makes work much easier and knowledge more accessible. Although with the increasing sophistication in today's modern office, the very core office skills of typewriting, taking dictations (shorthand), answering of phone calls, processing of mails, receiving of clients and other visitors are yet indispensable. Despite the technological inclination of today's modern offices, the core office skills of typing, taking dictations and many other old duties and activities are still part of the running of today's office. The core technical skills associated with Business education include keyboarding skills, and shorthand skills. According to Ubulom and West (2021), office skills and competencies acquired through Business Education programme prepares its recipients with multi-skills necessary to function efficiently in the modern office. Moreso, office skills are basic competencies that administrative team members possess to help a business function and flourish, like document organization and effective communication. Administrative professionals use these skills to effectively manage tasks like, providing daily support to other employees, keeping workplace organized, and ensuring business critical information is accessible and accurate.

Managerial skills can be defined as certain attributes or abilities that an executive should possess in order to fulfill specific tasks in an organization. They include the capacity to perform executive duties in an organization while avoiding crisis situation and promptly solving problems when they occur. Management skills can be developed through learning and practical experience as a manager. The skills help the manager to relate with their fellow or co-workers and how to deal with their subordinates which allows for easy flow of activities in the organization. Good managerial skills are vital for any organization to succeed and achieve its goals and objectives. A manager who fosters good managerial skills is able to propel fewer hurdles and objections from internal and external sources. Managerial and leadership skills are often used interchangeably as they both involve planning, decision-making, problem solving, communication, delegation and managerial. Etonyeaku (2011) stated that managerial skills are needed for planning, decision making, human relationship, innovative changes, visionary leadership and ability to manage change. Entrepreneurial skills are essential skills needful for Business Education students.

Information and Communication Technology (ICT) is the use of electromechanical equipments like the computer, telephone, internet and other gadgets for the collection, analysis, processing, storage and retrieving of data / information for the attainment of a particular objective(s) in all aspects of life (Van-Art, Inklaar & Guckin, 2002). ICT skill is defined as the ability to use digital technologies, communication tools, and/or networks to solve information problems in order to function in an information society (Educational Testing Service (ETS), 2008). This includes the ability to use technology as a tool to research, organise, evaluate, and communicate information and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Office and Managerial Skills Training Needs of Business Education Students cannot be over-emphasized if the goal of effective teaching/learning process in Business Education programme is to be achieved. This is because active participation of Business Education students in the development of objectives will enable them to facilitate the achievement of such objectives. In light of the above, it is pertinent to determine Office and Managerial Skills Training Needs of Business Education Students in Rivers State Universities for Self-Employment.

Statement of the Problem

One of the goals of Business Education programme is the acquisition of both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society. It is the statutory duty of the Nigerian higher education to help in developing the required abilities, attitudes, skills and knowledge in students. It is assumed, also that on graduation, young people could have developed additional skills; Office, Managerial, Entrepreneurial, ICT and Communication Skills etc., through training and experience that could further enhance their opportunities, capabilities and success in their life endeavour. In spite of available business opportunities, and conducive environment for businesses to thrive, Business Education students are yet to maximize these opportunities, by using their creative abilities in creating jobs for themselves and others. Instead, Business Education graduates go about the streets in search of jobs, which are either few in supply or not available. Business Education students as a result of the skills offered by the course are supposed to gain employment if not circularly, self and meaningful employment. Then one wonders why the situation of looking for jobs? Was it that they were not trained based on their office and managerial skills training needs for the capability to establish their own businesses during their educational training, in which office and managerial skills training is involved? It is on this note that the researcher sought to determine; Office Skills, Managerial Skills and ICT Skills which comprised Office and Managerial Skills Training Needs of Business Education Students in Rivers State Universities for Self-Employment.

Purpose of the Study

The purpose of the study was to determine Office and Managerial Skills Training Needs of Business Education Students in Rivers State Universities for Self Employment. Specifically, the study sought to determine the:

1. Extent Business Education Students in Rivers State Universities Need Office Skills Training for Self-Employment.
2. Extent Business Education Students in Rivers State Universities Need Managerial Skills Training for Self-Employment.
3. Extent Business Education Students in Rivers State Universities Need ICT Skills Training for Self-Employment.

Research Questions

The following research questions guided the study:

1. To what extent do Business Education Students in Rivers State Universities need Office Skills Training for Self Employment?
2. To what extent do Business Education Students in Rivers State Universities need Managerial Skills Training for Self Employment?
3. To what extent do Business Education Students in Rivers State Universities need ICT Skills Training for Self Employment?

Hypotheses

The following null hypotheses formulated were tested at 0.05 level of significance:

1. There is no significant difference in the mean responses of Business Education Postgraduate Students in Rivers State University and Ignatius Ajuru University of Education on the extent Office Skills Training are needed for Self-Employment
2. There is no significant difference in the mean responses of Business Education Postgraduate Students in Rivers State University and Ignatius Ajuru University of Education on the extent Managerial Skills Training are needed for Self-Employment
3. There is no significant difference in the mean responses of Business Education Postgraduate Students in Rivers State University and Ignatius Ajuru University of Education on the extent ICT Skills Training are needed for Self-Employment

Review of Related Literature

This study focused on office and managerial skills training needs of business education students in Rivers State University for Self-employment. The review of literature was basically on documentary sources; thesis, dissertations, journal articles and paper publications. However, most of the literature were journals and publications including books authored by researchers. Theories were based on the study like skills acquisition theory and theory of learning, conceptual framework was done according to each specific objectives in the study and the major variables that made up the study were also conceptualized. Empirical studies were reviewed and it was observed that most of them did not look at office and managerial skills training needs for self-employment of business education students which the present study tends to fill the gap.

METHODOLOGY

This study adopted the descriptive survey research design and the population for the study comprised of 126 Business Education Post Graduate Students of 2021/2022 Academic Session from the two Rivers State Government owned Universities as indicated in the table below;

Table 1: Population Distribution

Institution	Population of Business Education Postgraduate Students		Total
	M.Sc.	Ph.D.	
Ignatius Ajuru University of Education	53	25	78
Rivers State University	29	19	48
Grand Total	82	44	126

Source: Institutions Business Education Department Offices, 2023.

The entire population size was used for the study. The instrument for data collection was 12 items self-structured questionnaire titled “Office and Managerial Skills Training Needs of Business Education Post-graduate Students Questionnaire” (OMSTNOBEPSQ). The instrument provided response to the two research questions. Item 1-6 dealt with research question one, item 7 – 12 dealt with research question 2 in a 4-point rating scale of “Very High Extent” (VHE) – 4 points, “High Extent” (HE) – 3 points, “Low Extent” (LE) – 2 points and “Very Low Extent” (VLE) – 1 point. To establish the validity of the instrument, the questionnaire was subjected to face and content validation by two Business Education Lecturers from Rivers State University. To ensure the consistency of the instrument, the Cronbach alpha method of reliability was adopted in establishing a reliability coefficient of 0.79. One hundred and Twenty-six (126) copies of the questionnaire was administered to the respondents and One hundred and sixteen (116) copies representing 92% were retrieved and used for the study. The data analysis was done using the mean to analyze the research questions while z-test was used to test the hypotheses. The mean was obtained by the summation of all responses as assigned to a rating scale in an item divided by the total number of responses: $4+3+2+1/4 = 2.50$. The mean score of 2.50 and above indicated a high extent, while those below 2.50 indicated a low extent. Also, the decision rules for the hypotheses was that hypothesis with z-calculated value less than the z-critical table value of 2.00 was accepted whereas if it is greater than the critical table value it was rejected.

RESULTS

Research Question 1: To what extent do Business Education Students in Rivers State Universities need Office Skills Training for Self-Employment?

Table 2: Mean ratings of respondent’s responses on Extent Business Education Students in Rivers State Universities need Office Skills Training for Self-Employment. (N=116)

S/N	Item Statements	VHE	HE	LE	VLE	\bar{X}	SD	REMARK
1.	Ability to keep detailed records of accounts	42	57	13	4	3.8	0.58	HE
2.	Ability to write memos	38	28	44	6	2.84	0.89	HE
3.	Ability to keep good filing system	75	24	12	5	3.46	0.72	HE
4.	Ability to maintain office environment	71	28	10	7	3.41	0.78	HE
5.	Ability to warmly receive visitors or clients	72	29	12	3	3.47	0.61	HE
6.	Ability to carefully handle confidential office documents	75	27	9	5	3.48	0.66	HE
Grand Mean & Standard Deviation						3.31	0.71	HE

Source: Field Survey 2023.

Data from Table 2 shows the following: item 1 – ability to keep detailed record of accounts had 3.18 and 0.58 as mean and standard deviation respectively, item 2- ability to write memos had 2.84 and 0.89, item 3- ability to keep good filing system, 3.46 and 0.72, item 4-ability to maintain office environment, 3.41 and 0.78, item 5-ability to warmly receive visitors or clients, 3.47 and 0.61, item 6-ability to carefully handle confidential office documents, 3.48 and 0.66. The items mean and standard deviation ranged from 2.84 to 3.48, and 0.58 to 0.71. The standard deviation of the responses are close to each other, signifying that their opinions are close to each other. Considering the mean benchmark of 2.50 of the four point rating scale, all the items had their mean above the benchmark, thus signifying to a high extent office skills Training as a Need of Business Education Students in Rivers State Universities for Self Employment.

Research Question 2: To what extent do Business Education Students in Rivers State Universities need Managerial Skills Training for Self Employment?

Table 3: Mean ratings of respondents responses on Extent Business Education Students in Rivers State Universities need Managerial Skills Training for Self Employment

S/N	Item Statements	VHE	HE	LE	VLE	\bar{X}	SD	REMARK
7	Ability to confidently engage people or term members in difficult conversation	70	28	14	4	3.41	0.69	HE

8	Ability to understand how and when to effectively delegate a function	70	29	13	4	3.42	0.69	HE
9	Ability to listen and respect opinion of others when deliberating in a term	67	28	14	7	3.34	0.83	HE
10.	Ability to inspire others to achieve their goals.	39	63	9	5	3.17	0.56	HE
11.	Ability to work with people of different ethnic group, tribe or religion	68	34	9	5	3.42	0.66	HE
12.	Ability to plan, organize, direct and control staff activities in a business organization	41	61	9	5	3.19	0.57	HE
Grand Mean & Standard Deviation						3.33	0.67	HE

Source: Field Survey 2023.

Data from Table 3, shows the following: item 7 – ability to confidently engage people or team members in difficult conversation had 3.41 and 0.69 as mean and standard deviation respectively, item 8-ability to understand how and when to effectively delegate a function, 3.42 and 0.69, item 9-ability to listen and respect opinion of others when deliberating in a team, 3.34 and 0.83, item 10-ability to inspire others to achieve their goals, 3.17 and 0.56, item 11-ability to work with people of different ethnic group, tribe or religion, 3.42 and 0.66, item 12-ability to plan, organize, direct and control staff activities in a business organization, 3.19 and 0.57. The items mean and standard deviation ranged from 2.17 to 3.42, and 0.56 to 0.83. The standard deviation of the responses are close to each other, signifying that their opinions are close to each other. Considering the mean benchmark of 2.50 of the four point rating scale, all the items had their mean above the benchmark, thus signifying to a high extent Managerial Skills Training as a Need of Business Education Students in Rivers State Universities for Self Employment.

Research Question 3: To what extent do Business Education Students in Rivers State Universities need ICT Skills Training for Self-Employment?

Table 4: Mean ratings of respondent's responses on Extent Business Education Students in Rivers State Universities need ICT Skills Training for Self Employment. (N=116)

S/N	Item Statements	VHE	HE	LE	VLE	\bar{X}	SD	REMARK
13.	Ability to use Micro-soft Excel to analyze information, do basic calculations and view data in spread sheet.	36	58	15	7	3.06	0.68	HE
14.	Ability to use Microsoft groove ad one note to share notes for team projects	27	67	15	7	2.98	0.60	HE
15.	Ability to make simple design of flyers, memos etc. on Microsoft publisher	28	59	21	8	2.92	0.69	HE
16.	Ability to organize my email contacts, schedules using Micro-soft outlook	34	63	14	7	3.10	0.49	HE
17.	Ability to download material and save effectively on my computer or external storage device	42	57	9	8	3.15	0.70	HE
18.	Ability to independently operate a personal computer	45	55	12	4	3.22	0.59	HE
Grand Mean & Standard Deviation						3.07	0.63	HE

Source: Field Survey, 2023.

Data from Table 4, shows the following: item 13-ability to use Micro-soft Excel to analyse information, do basic calculations and view data in spreadsheet had 3.06 and 0.68 as mean and standard deviation respectively, item 14-ability to use Micro-soft groove and one note to share notes for team projects, 2.98 and 0.60, item 15-ability to make simple design of flyers, memos etc on Micro-soft publisher, 2.92 and 0.69, item 16-ability to organize my emails, contacts, schedules using Micro-soft outlook, 3.10 and 0.49, item 17-ability to download material and save effectively on my computer or external storage device, 3.15 and 0.70, item 18-ability to independently operate a personal computer, 3.22 and 0.59. The items mean and standard deviation ranged from 2.92 to 3.22, and 0.49 to 0.70. The standard deviation of the responses are close to each other, signifying that their opinions are close to each other. Considering the mean benchmark of 2.50 of the four point rating scale, all the items had their mean above the benchmark, thus signifying to a high extent ICT Skills Training as a Need of Business Education Students in Rivers State Universities for Self Employment.

Hypothesis 1: There is no significant difference in the mean responses of Business Education Postgraduate Students in Rivers State University and Ignatius Ajuru University of Education on the extent Office Skills Training are needed for Self Employment.

Table 5: Z-test Analysis on the Mean Responses of Business Education Postgraduate Students in Rivers State University and Ignatius Ajuru University of Education on Extent Business Education Students in Rivers Universities Need Office Skills Training for Self Employment

S/N	Institution	N	X	S.D	DF	Level of Sig.	z-cal	z-crit	Dec.
1.	RSU	44	20.95	1.26					
					114	0.05	1.25	2.00	HO ₁ Accept
2.	IAUE	72	20.44	2.64					

The Table 5, is on the z-test analysis of the formulated null hypothesis which states that there is no significant difference in the mean responses of Business Education Postgraduate Students in Rivers State University and Ignatius Ajuru University of Education on extent Office Skills Training are needed for Self Employment. The null hypothesis was tested at 0.05 level of significance. The z-calculated was 1.25 while the z-critical was 2.00. Since the z-crit was higher than the z-cal, the formulated null hypothesis was therefore upheld or accepted.

Hypothesis 2: There is no significant difference in the mean responses of Business Education Postgraduate Students in Rivers State University and Ignatius Ajuru University of Education on the extent Managerial Skills Training are needed for Self Employment.

Table 6: Z-test Analysis on the Mean Responses of Business Education Postgraduate Students in Rivers State University and Ignatius Ajuru University of Education on Extent Business Education Students in Rivers Universities Need Managerial Skills Training for Self Employment

S/N	Institution	N	X	S.D	DF	Level of Sig.	z-cal	z-crit	Dec.
1.	RSU	44	20.82	1.66					
					114	0.05	1.44	2.00	HO ₂ Accept
2.	IAUE	72	20.20	2.89					

The Table 6 is on the z-test analysis of the formulated null hypothesis which states that there is no significant difference in the mean responses of Business Education Postgraduate Students in Rivers State University and Ignatius Ajuru University of Education on the extent Managerial Skills Training are needed for Self Employment. The null hypothesis was tested at 0.05 level of significance. The z-calculated was 1.44 while the z-critical was 2.00. Since the z-crit was higher than the z-cal, the formulated null hypothesis is therefore upheld or accepted.

Hypothesis 3: There is no significant difference in the mean responses of Business Education Postgraduate Students in Rivers State University and Ignatius Ajuru University of Education on the extent ICT Skills Training are needed for Self Employment.

Table 7: Z-test Analysis on the Mean Responses of Business Education Postgraduate Students in Rivers State University and Ignatius Ajuru University of Education on Extent Business Education Students in Rivers Universities Need ICT Skills Training for Self Employment

S/N	Institution	N	X	S.D	DF	Level of Sig.	z-cal	z-crit	Dec.
1.	RSU	44	19.27	1.73					
					114	0.05	0.79	2.00	HO ₄ Accept
2.	IAUE	72	18.90	3.24					

The Table 7, is on the z-test analysis of the formulated null hypothesis which states that There is no significant difference in the mean responses of Business Education Postgraduate Students in Rivers State University and Ignatius Ajuru University of Education on the extent ICT Skills Training are

needed for Self Employment. The null hypothesis was tested 0.05 level of significance. The z-calculated was 0.79 while the z-critical was 2.00. Since, the z-crit was higher than the z-cal, the formulated null hypothesis was therefore accepted.

DISCUSSION OF FINDINGS

In response to research question 1, findings from table 2, reveals that ability to keep detailed records of accounts; ability to write memos, ability to keep good filing system, ability to maintain office environment, ability to warmly receive visitors or clients, ability to carefully handle confidential office documents, constitutes office Skills Training Needs of Business Education Students in Rivers State Universities for Self Employment to a high extent. Supporting the above, Akpomi and Ordu (2009) said changes in technology has brought about a tremendous change in the role Business Education graduates from that of typewriting and shorthand dictation, answering of telephone calls and processing of mails to office technology including the internet that makes work much easier and knowledge more accessible, yet with the increasing sophistication in today's modern office, the core office skills of typewriting, taking dictations (shorthand), answering phone calls, processing of mails, receiving of clients and other visitors are yet indispensable.

In response to research question 2, findings from table 3, reveals that ability to confidently engage people or team members in difficult conversation; ability to understand how and when to effectively delegate a function; ability to listen and respect opinion of others when deliberating in a team; ability to inspire others to achieve their goals; ability to work with people of different ethnic group, tribe or religion; ability to plan, organize, direct and control staff activities in a business organization are integral part of Managerial Skills Training Needs of Business Education Students in Rivers State Universities for Self Employment to a high extent. Eneche and Audu (2014) noted that management function of planning, organizing, directing and controlling are very significant to effective functioning of students in Business Education in an office. Hence, while office is perceived as the soul of an organization, management could be likened to the spirit of an organization.

In response to research question 3, findings from table 4 reveals that ability to use Microsoft Excel to analyze information, do basic calculations and view data in spread sheet; -ability to use Micro-soft Excel to analyse information, do basic calculations and view data in spreadsheet; ability to use Micro-soft groove and one note to share notes for team projects; ability to make simple design of flyers, memos etc on Micro-soft publisher; ability to organize my emails, contacts, schedules using Micro-soft outlook; ability to download material and save effectively on my computer or external storage device; ability to independently operate a personal computer, constitutes ICT Skill Training Needs of Business Education Students in Rivers State Universities for Self Employment to a high extent. In consonance to the above Oliver and Towers (2000) and Gnudi and Lorenzi, (2002), outlined ICT Skills as the ability to independently operate personal computer system, use software for preparing and presently work, use internet and its various features, access and use information form WWW; use an e-learning platform and perform data analysis with a computer package. With the possession of these skills, the Business Education graduate would have been adequately prepared for self employment and for the world of works.

CONCLUSION

Business Education is viewed as a specialized area of vocational education that provides educational training, skills development, attitudes adjustment towards business orientation and academic challenges. Bilyaminu (2011) asserts that Business Education is an aspect of total education programme that provides the knowledge, skills, attitudes and understanding needed to perform in the business world as a producer and/or consumer of goods and services. The study revealed that Business Education Students in the studied institutions were trained based on the office and managerial skills training needs so as to be self-reliant or self-employed. Office skills, Managerial skills and ICT skills are essential for self-employment.

RECOMMENDATIONS

Based on findings from this study, the researcher is strongly making the following recommendations;

1. Office skills training should be given priority attention by the university authorities to equip students for employment as they must meet with the challenges of handling the office, whether on circular or personal employment. They should organize seminars and workshops for students on office skills.
2. Students should be properly trained on managerial skills by the universities through role play method during their programme to enable them get well equipped as they may work with people in their private or circular employment as to boost their performance and enhance their work.
3. Students should be made to have special practical ICT internship in qualified business organizations for a period of time and workshops by seasoned experts for self-reliance.

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